APPENDIX A

FOREIGN LANGUAGE AND RELATED CODES
(Officer and Enlisted)

Contents

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1. General

a. Standard Data Elements. The foreign language and language proficiency data elements contained in this part are DoD standard data elements published in DoDI 1336.05 and DoDM 1336.05-M. They apply to all foreign language billet requirements and personnel qualifications throughout the Navy. This includes both officer and enlisted language requirements and qualifications. In cases where Navy personnel databases display the data in a different manner for service use, the information is converted prior to export to DoD databases.

b. Background. The Defense Language Institute's language courses are leveled and each level is aimed at having the individuals attain a specific proficiency level upon completion of the course. The three fundamental courses in any given language they offer are the following. Their respective proficiency levels and the approximate maximum time necessary to complete the course when the individual has NO prior experience with that language is also given.

COURSE LEVEL	PROF LEVEL	TIME IN YEARS
Basic	20	up to 1
Intermediate	26	2
Advanced	30	3

It is important to realize that not all individuals who complete the course will actually have attained the goal level of proficiency. But the level they do acquire will be documented nevertheless.

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2. Language Data Elements

    a. <u>Language Identification</u>. The Navy officer personnel master files currently carry language proficiency data for five languages on an individual and an indicator to show they have proficiency in up to four additional languages. But the proficiency levels for the additional language will not appear on the ODC. Language identifications are three character alphabetic codes. The list of codes begin on page II-A-12.

    b. <u>Language Proficiency Areas</u>. There are four functional skill areas identified for language proficiency. The functional areas are: Listening (L), Speaking (S), Reading (R), Writing (W).

    c. <u>Language Proficiency Level</u>. The proficiency level codes are two position codes given in each of the four functional areas described above. The codes are further defined in paragraph 4.The corresponding U.S. government inter-agency language roundtable (ILR) skill levels are also provided.

Code	Proficiency Level	ILR Skill Level
00	No Proficiency	N/A
06	Memorized Proficiency	0+
10	Elementary Proficiency	1
16	Elementary Proficiency, Plus	1+
20	Limited Working Proficiency	2
26	Limited Working Proficiency, Plus	2+
30	General Professional Proficiency	3
36	General Professional Proficiency, Plus	3+
40	Advanced Professional Proficiency	4
46	Advanced Professional Proficiency, Plus	4+
50	Functionally Native Proficiency	5

    d. <u>Language Evaluation Method</u>. This table indicates Navy codes used to identify the method of certifying foreign language proficiency and the corresponding DoD language proficiency source codes from DoDI 1336.05.

Navy Code	Evaluation Method	DoD Language Proficiency Source (Code)
0	None	Self-reported (B)
1	DoD Standardized Test	Formally assessed (A)
2	Self-Appraisal	Self-reported (B)
3	Interview (formal Oral Proficiency Interview)	Formally assessed (A)

    e. <u>Language Skill Source Code</u>. These codes indicate how an individual acquired their language proficiency.

Code	Language Proficiency Source
A	Civilian School Course
B	Defense Language Institute (DLI)
C	Foreign Residence
D	Home Environment
E	Military School Other Than DLI
F	Self-Study
G	Survival level language course

This data is required for those who are self-evaluating their proficiency as well as those who have taken a DLI test. It will be stored on the personnel master files but will not appear on the Officer Data Card (ODC).

3. <u>Proficiency Level Measurement</u>

    a. <u>Testing/Interviewing.</u> See OPNAVINST 5200.37 for policy governing foreign language testing.

(1) The Defense Language Proficiency Test (DLPT) is used to measure an individual's level of proficiency in the Listening and Reading modalities. Proficiency up to level 30 can be assessed by the DLPT Low Range (LR) exam. Proficiency at the 36 and 40 levels can be assessed by the DLPT Upper Range (UR) exam. DLPT Very Low Range (VLR) exams have been developed to more accurately measure proficiencies below level 20 (up to level 16).   DLPT exams are administered at approved locations throughout the Navy and may be a required upon completion of a DLI language course. Navy personnel may test at non-Navy DLPT testing sites such as those operated by the other military services.

(2) Speaking proficiency is measured via an oral proficiency interview (OPI). Testing upon completion of DLI courses of instruction normally includes an OPI. Additional guidance on OPIs may be found in OPNAVINST 5200.37.

(3) Writing proficiency is not normally measured by testing. However, for special requirements and circumstances, arrangements can be made for evaluation of writing by DLI.

(4) Award of level 40 (Advanced Professional Proficiency) is dependent on DLPT UR exam results, or may be awarded as a result of OPI exams.

(5) Award of level 50 (Functionally Native Proficiency) is normally awarded only to individuals who have been educated at the graduate or doctoral level where the subject language is the medium of instruction.

b.   Self-Appraised Language Proficiency. Personnel who have language skills, but do not take the DLPT, can evaluate themselves or 'self-assess'. Proficiency in any of the skill areas should be reported. Proficiency in five languages will be accepted. Self-evaluation in English is neither required nor desired. If the individual has proficiency in more than five languages they should indicate what those languages are. This self-evaluated data is reported by the individual on ODC verifications, qualification questionnaires, by letter to Commander, Navy Personnel Command (PERS-333) or may be entered into the Navy Standard Integrated Personnel System (NSIPS) by command administrative staff.

(1) For NSIPS, go to the 'personnel maintenance' section and select 'languages.' Then select 'use' languages. Input the member's social security number to begin.

(2) When adding self-assessed language proficiency) into NSIPS, include the language by name and by the DoD three digit code; the two digit proficiency level in the four functional skill areas; the one digit evaluation method; the one digit proficiency source (which does not appear on the ODC). Descriptions of the appropriate codes are available using the 'look up' function in NSIPS or by reading the following sections of this manual.

c.   Reporting of Foreign Language Proficiency. Officer and enlisted personnel database managers receive official score reports from DLPT and OPI testing from the official testing authorities via the Navy Foreign Language Testing Office. Self-assessed language proficiency may be entered by command admin personnel via Navy Standard Integrated Personnel System (NSIPS) using the steps in paragraph 3b above. Errors in foreign language proficiency data which cannot be resolved at the command level should be addressed to OPNAV N13F1 at NXAG_N13F1@navy.mil.

4. Proficiency Levels.
   a. Listening Comprehension (L)

   LEVEL   SKILL

   00   No Proficiency

   No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication.

   06   Memorized Proficiency

   Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances of formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or

inaccurately hearing sounds or word endings (both inflectional and non-inflectional) distorting the original meaning. Can understand only with difficulty even persons such as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas.

10   Elementary Proficiency

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal, with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of the utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas.

16   Elementary Proficiency, Plus

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding into a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding uneven. Limited vocabulary range necessitates repetition for understanding. Understands commoner forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features, e.g., pronouns, verb inflections, but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short discrete utterances, still has to ask for utterances to be repeated. Some ability to understand facts.

20   Limited Working Proficiency

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics common personal and family news, well-known current events, and routine office matters through descriptions and narration about current, past and future events. Can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts, i.e., the lines but not between or beyond the lines.

26   Limited Working Proficiency, Plus

Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar or syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications.

30   General Professional Proficiency

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect, on general topics and areas of special interest. Understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, some oral reports, some oral technical reports and public addresses on non-technical subjects. Can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications.

36   General Professional Proficiency, Plus

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang. However, comprehension not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener.

40   Advanced Professional Proficiency

Able to understand all forms of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations, all intelligible broadcasts and telephone calls, and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling, and negotiating) to different audiences. Able to understand the essentials of speech in some nonstandard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example, through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural, and literary material in any subject matter directed to the general listener.

46   Advanced Professional Proficiency, Plus

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of a well-educated native listener, but still not equivalent.

50   Functionally Native Proficiency

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech.

b. Reading Comprehension (R)

00   No Proficiency

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all.

06   Memorized Proficiency

Can recognize all the letters in the printed alphabetic system and high frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above are often interpreted inaccurately. Unable to read connected prose.

10   Elementary Proficiency

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include narratives of routine behavior, highly predictable descriptions of persons, places or things, and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can identify general subject matter in some authentic texts.

16   Elementary Proficiency, Plus

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field. In commonly taught languages, the individual may not control the structure well. For example, basic

grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding.

20   Limited Working Proficiency

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstanding straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual are predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. He/she is typically able to answer factual questions about authentic texts of the types described above.

26   Limited Working Proficiency, Plus

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning.

30   General Professional Proficiency

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field. All of these may include hypothesis, argumentation, and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas, and "read between the lines" (that is, understand the writer's implicit intents in texts of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure, and low frequency idioms.

36   General Professional Proficiency, Plus

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty in relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions. However, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical, or literary texts which do rely heavily on slang and unusual idioms.

40   Advanced Professional Proficiency

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to the real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines"

(that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writer's employment of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native.

46   Advanced Professional Proficiency, Plus

Nearly native ability to read and understand extremely difficult or abstract prose. A very wide variety of vocabulary, idioms, colloquialisms, and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Is nearly that of a well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent.

50   Functionally Native Proficiency

Reading proficiency is functionally equivalent to that of a well-educated native reader. Can read extremely difficult and abstract prose. For example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry, and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader.

c. Speaking Proficiency (S)

00   No Proficiency

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability.

06   Memorized Proficiency

Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful. Example, the individual's vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic, that is, functors (linking words, markers and the like) are omitted, confused or distorted. An individual can usually differentiate most significant sounds when produced in isolation, but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with persons used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty.

10   Elementary Proficiency

Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even the simple statements/questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The individual is unable to produce continuous discourse except with rehearsed material. Examples: structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners, but there is little precision in the information conveyed. Needs, experience, or training may vary greatly from individual to individual. For example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable simple, personal and accommodation needs. Can generally meet courtesy, introduction, and identification requirements,

exchange greetings, elicit and provide, for example, predictable and skeletal biographical information. He/she might give information about business hours, explain routine procedures in a limited way and state in a simple manner what actions will be taken. He/she is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise.

16   Elementary Proficiency, Plus

Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short discrete utterances. Examples: The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space, and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public.

20   Limited Working Proficiency

Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations, but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled. Errors are frequent. Vocabulary use is appropriate for high-frequency utterances, but unusual or imprecise elsewhere. Examples: while these interactions will vary widely from individual to individual, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the individual can participate in personal and accommodation-type interactions with elaboration and facility, that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled. However, there are areas of weakness. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding.

26   Limited Working Proficiency, Plus

Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust his/her limitations in some ways. Speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas. Mistaken time, space, and person references, or to be in some way inappropriate, if not strictly incorrect. Examples: typically the individual can participate in most social, formal and informal interactions, but limitations either in range of contexts, types of tasks, or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length or in professional contexts. He/she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or

pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce general vocabulary. Discourse is often incohesive.

30   General Professional Proficiency

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics; nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections, yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at normal rate of speech, comprehension is quite complete. Although cultural references, proverbs and the implications of nuances and idioms may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate, but stress, intonation, and pitch control may be faulty. Examples: can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policies, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures.

40   Advanced Professional Proficiency

Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references, and understanding. Language ability only rarely hinders him/her in performing any task requiring language. Yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as an informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty. Examples: can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Can set the tone of inter-personal official, semi-official, and non-professional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks and settings). Can play an effective role among native speakers in such contexts as conferences, lectures, and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Can understand and reliably produce shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction.

46   Advanced Professional Proficiency, Plus

Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language task. However, the individual would not necessarily be perceived as culturally native. Examples: the individual organizes disclosure well, employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge. However, cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional non-native slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, cultural reference or there may be an occasional failure to interact in a totally native manner.

50   Functionally Native Proficiency

Speaking proficiency is functionally equivalent to that of a well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect.

d. Writing Proficiency (W)

00   No Proficiency

No functional writing ability.

06   Memorized Proficiency

Writes using memorized material and set expressions. Can produce symbols in an alphabetic or syllabic writing system or 50 of the most common characters. Can write numbers and dates, own name, nationality, address, etc., such as on a hotel registration form. Otherwise, ability to write is limited to simple lists of common items such as a few short sentences. Spelling and even representation of symbols (letters, syllables, characters) may be incorrect.

10   Elementary Proficiency

Has sufficient control of the writing system to meet limited practical needs. Can create by writing statements and questions on topics very familiar to him/her within the scope of his/her very limited language experience. Writing vocabulary is inadequate to express anything but elementary needs. Writes in simple sentences making continual errors in spelling, grammar and punctuation but writing can be read and understood by native reader used to dealing with foreigners attempting to write his/her language. Writing tends to be a loose connection of sentences (or fragments) on a given topic and provides little evidence of conscious organization. While topics   which are "very familiar" and elementary needs vary considerably from individual to individual, any person at this level should be able to write simple phone messages, excuses, notes to service people and simple notes to friends. (800-1000 characters controlled)

16   Elementary Proficiency, Plus

Sufficient control of writing system to meet most survival needs and limited social demands. Can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurate present and future time. Can produce some past verb forms but not always accurately or with correct usage. Can relate personal history, discuss topics such as daily life, preferences and very familiar material. Shows good control of elementary vocabulary and some control of basic syntactic patterns but major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary of forms, although the individual can use a dictionary to advantage to express simple ideas. Generally cannot use basic cohesive elements of discourse to advantage (such as relative contructions, object pronouns, connectors, etc.). Can take notes in some detail on familiar topics and respond to personal questions using elementary vocabulary and common structures. Can write some simple letters, summaries of biographical data and work experience with fair accuracy. Writing, though faulty, is comprehensible to native speakers used to dealing with foreigners.

20   Limited Working Proficiency

Able to write social correspondence and prepare documentary materials required for most limited work requirements. Has writing vocabulary sufficient to express himself/herself simply with some circumlocutions. Can write simply about a very limited number of current events or daily situations. Still makes common errors in spelling and punctuation but shows some control of the most common formats and punctuation conventions. Good control of morphology of language (in inflected languages) and some of the most frequently used syntactic structures. Elementary constructions are usually handled quite accurately and writing is understandable to a native reader not used to reading the writing of foreigners. Uses a limited number of cohesive devices.

26   Limited Working Proficiency, Plus

Shows ability to write with some precision and in some detail about most common topics. Can write on concrete topics relating to particular interests and special fields of competence. Often shows surprising fluency and ease of expression but under time constraints and pressure language may be inaccurate and/or incomprehensible. Generally strong in either grammar or vocabulary but not in both. Weakness or unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions and negatives to more complex structures such as tense usage, passive constructions, word order and relative clauses. Normally controls general vocabulary with some misuse of everyday vocabulary evident. Shows a limited ability to use

circumlocutions. Uses dictionary to advantage to supply unknown words. Can take fairly accurate notes on material presented orally and handle with fair accuracy most social correspondence. Writing is understandable to native speakers not used to dealing with foreigners' attempts to write in language, though style is still obviously foreign.

30   General Professional Proficiency

Able to use the language effectively in most formal and informal written exchanges on practical, social and professional topics. Can write reports, summaries, short library research papers on current events, on particular areas of interest or on special fields with reasonable ease. Control of structure, spelling and general vocabulary is adequate to convey his/her message accurately but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation generally controlled. Employs a full range of structures. Control of grammar good with only sporadic errors in basic structures, occasional errors in the most complex frequent structures and somewhat more frequent errors in low frequency complex structures. Consistent control of compound and complex sentences. Relationship of ideas is consistently clear.

36   General Proficiency, Plus

Able to write the language in a few prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Weakness may lie in poor control of low frequency complex structures, vocabulary or the ability to express subtleties and nuances. May be able to write on some topics pertinent to professional/educational needs. Organization may suffer due to lack of variety in organizational patterns or in variety of cohesive devices.

40   Advanced Professional Proficiency

Able to write the language precisely and accurately in a variety of prose styles pertinent to professional/educational needs. Errors of grammar are rare including those in low frequency complex structures. Consistently able to tailor language to suit audience and able to express subtleties and nuances. Expository prose is clearly, consistently and explicitly organized. The writer employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipsis and parallelisms, and subordinates in a variety of ways. Able to write on all topics normally pertinent to professional/educational needs and on social issues of a general   nature. Writing adequate to express all his/her experiences.

46   Advanced Professional Proficiency, Plus

Able to write the language precisely and accurately in a wide variety of prose style pertinent to professional/educational needs. May have some ability to edit but not in the full range of styles. Has some flexibility within a style and shows some evidence of a use of stylistic devices.

50   Functionally Native Proficiency

Has writing proficiency equal to that of a well-educated native. Without non-native errors of structure, spelling, style or vocabulary, can write and edit both formal and informal correspondence, official reports and documents, and professional/educational articles including writing for a special purpose which might include legal, technical, educational, literary and colloquial writing. In addition to being clear, explicit and informative, the writing and the ideas are also imaginative. The writer employs a very wide range of stylistic devices.

ACHINESE	ACE	BAULE	QBA
ACHOLI	ACH	BEJA	BEJ
ADIGEY	ADY	BELORUSSIAN	BEL
AFRIKAANS	AFR	BEMBA	BEM
AFRO-ASIAN	AFA	BENGALI	BEN
AKAN	AKA	BERBER	BER
AKPOSSO	KPO	BETI	BTB
ALBANIAN	SQI	BHILI	BHB
ALBANIAN-GHEG	ALN	BICOL	BIK
ALBANIAN-TOSK	ALS	BIHARI	BIH
ALEUT	ALE	BINI	BIN
AMASHI	MYG	BLACKFOOT	BLA
AMERICAN SIGN LANGUAGE	ASE	BRAHUI	BRH
AMHARIC	AMH	BRETON	BRE
APACHE	APA	BUGINESE-MAKASSARESE	QBG
ARABIC	ARA	BULGARIAN	BUL
ARABIC (MODERN STANDARD)	ARB	BURMESE	MYA
ARABIC-ALGERIAN	ARQ	BURUSHASKI	BSK
ARABIC-CLASSICAL	QAC	CAJUN	FRC
ARABIC-EGYPTIAN	ARZ	CAMBODIAN	KHM
ARABIC-GULF	QAG	CATALAN	CAT
ARABIC-IRAQI	QAI	CEBUANO	CEB
ARABIC-JORDANIAN	QAJ	CHALDEAN	CLD
ARABIC-LEBANESE	QLB	CHAVACANO	CBK
ARABIC-LIBYAN	AYL	CHECHEN	CHE
ARABIC-MAGHREBI	QAM	CHEROKEE	CHR
ARABIC-MOROCCAN	ARY	CHIGA	CGG
ARABIC-PENINSULA	QAS	CHINESE	ZHO
ARABIC-SUDANESE	APD	CHINESE-ANHWEI	CZH
ARABIC-SYRIAN	QAL	CHINESE-CANTONESE	YUE
ARABIC-TUNISIAN	AEB	CHINESE-FUCHOW	MNP
ARABIC-YEMENI	QAY	CHINESE-FUKIENESE	QMN
ARAMAIC	SYR	CHINESE-GAN	GAN
ARMENIAN	HYE	CHINESE-HAKKA	HAK
ARTIFICIAL	ART	CHINESE-HSIANG	HSN
ASSAMESE	ASM	CHINESE-MANDARIN	CMN
ASSYRIAN	AII	CHINESE-SWATOW	QCS
AVAR	AVA	CHINESE-TOISHAN	QTO
AVESTAN	AVE	CHINESE-WU	WUU
AYMARA	AYM	CHOCTAW	CHO
AZERBAIJANI	AZE	CHOKWE	CJK
AZERBAIJANI, NORTH	AZJ	CHUKCHI	CKT
AZERBAIJANI, SOUTH	AZB	CHUVASH	CHV
BAHNAR	BDQ	COMORIAN	SWB
BAKWERI	BRI	CONTINENTAL EURASIAN	QUE
BALINESE	BAN	COPTIC	COP
BALTIC	BAT	CORNISH	COR
BALUCHI	BAL	CREE	CRE
BAMILIKE	BAI	CZECH	CES
BANTU	BNT	DAKOTA	DAK
BASHKIR	BAK	DANISH	DAN
BASQUE	EUS	DIMLI	DIQ
BASSA (CAMAROONS)	BAS	DINKA	DIN
BASSA-KRU	BSQ	DIVEHI	DIV
BATAK	BTK	DJERMA-SONGHAI	QDS

DOGRI-KANGRI	DOI	HINDUSTANI	QHN
DUALA	DUA	HMONG	HMN
DUTCH	NLD	HO	HOC
DUTCH-CREOLE	DCR	HOPI	HOP
DZONGKHA	DZO	HUNGARIAN	HUN
EFIK	EFI	IBAN	IBA
ENGLISH	ENG	IBANAG	IBG
ENGLISH CARIBBEAN CREOLE	JAM	IBO	IBO
ESKIMO	QES	ICELANDIC	ISL
ESPERANTO	EPO	IJAW	IJO
ESTONIAN	EST	ILA-TONGA	ILB
EWE	EWE	ILOCANO	ILO
EWONDO	EWO	INDIC	INC
FANA	FNG	INDO-EUROPEAN	INE
FANG	QFB	INDONESIAN	IND
FAROESE	FAO	IRISH	GLE
FIJIAN	FIJ	ITALIAN	ITA
FINNISH	FIN	ITALIAN-NEAPOLITAN	NAP
FON	FON	ITALIAN-SARDINIAN	SRD
FORMOSAN	QFO	ITALIAN-SICILIAN	SCN
FRENCH	FRA	JAPANESE	JPN
FRENCH CREOLE	CPF	JARAI	JRA
FRISIAN	FRY	JAVANESE	JAV
FULANI	FUL	KABRE	KBP
FUTNIAN	FUD	KABYLE	KAB
FUUTA JALON	FUF	KACHIN	KAC
GA	GAA	KADAZAN-DUSUN	QDK
GALICIAN	GLG	KAMBA	KAM
GALLA	ORM	KAMBATTA	KTB
GEORGIAN	KAT	KANARESE	KAN
GERMAN	DEU	KANURI	KAU
GERMAN-BAVARIAN	BAR	KAPINGAMARANGI	KPG
GERMANIC	GEM	KARACHAI-BALKHAR	KRC
GERMAN-SWISS	GSW	KAREN	KAR
GILAKI	GLK	KASHMIRI	KAS
GOGO	GOG	KASHUBIAN	CSB
GONDI	GON	KAZAKH	KAZ
GOTHIC	GOT	KERES	QKE
GREEK	ELL	KHERWARI	QSB
GREEK (NEW TESTAMENT)	QGN	KIKONGO	KON
GREEK DEMOTIC	QGD	KIKUYU	KIK
GREEK KATHAREVOUSA	QDK	KIMBUNDU	KMB
GREEK-ANCIENT	GRC	KINYARWANDA	KIN
GUAMANIAN	CHA	KIRGHIZ	KIR
GUARANI	GRN	KIRIBATI	GIL
GUJARATI	GUJ	KISSI	QKS
GUSII	GUZ	KITUBA	KTU
HADIYYA	HDY	KONKANIS	KOK
HAITIAN-CREOLE	HAT	KOREAN	KOR
HAUSA	HAU	KPELLE	KPE
HAWAIIAN	HAW	KRIO	KRI
HAWAIIAN CREOLE	HWC	KUMBO / LAMNSO	LNS
HAYA	HAY	KURDISH	KUR
HEBREW	HEB	KURMANJE	KMR
HEBREW-ANCIENT	HBO	KURUKH	KRU
HERERO	HER	KUSAIE	KOS
HILIGAYNON	HIL	LADINO	LAD
HINDI	HIN	LAHNDA	LAH

LAHU	LHU	MPONGWE	MYE
LAKOTA	LKT	MULTIPLE LANGUAGES, SINGLE	
LAMBA	LAM	CANNOT BE SPECIFIED	MUL
LAMPUNG	LJP	MUONG	MTQ
LANDSMAL	NNO	MUSKOGEE	MUS
LANNA	NOD	N AFRICA/MIDEAST/SW ASIA	QME
LAO	LAO	NAHUATL	NAH
LAPP	SMI	NAURUAN	NAU
LATIN	LAT	NAVAJO	NAV
LATIN (ECCLESIASTIC)	QLE	NDEBELE	NDE
LATVIAN	LAV	NEPALESE	NEP
LINGALA	LIN	NGBANI	QNG
LISU	LIS	NIUE	NIU
LITHUANIAN	LIT	NORTH AMERICAN	NAI
LOLO	QLO	NORWEGIAN	NOB
LOMA	LOM	NUBIAN	NUB
LOMONGO	LOL	NUNG	NUT
LOMWE	NGL	NUPE	NUP
LUBA KASAI	LUA	NYANJA	NYA
LUBA KATANGA	LUB	NYANKOLE	NYN
LUBU	LCF	NYORO	NYO
LUGANDA	LUG	OGIBWA	OJI
LUNDA	LUN	OLD ENGLISH	ANG
LUO	LUO	OLD FRENCH	FRO
LURI	LDD	OLD HIGH GERMAN	GOH
LUVALE	LUE	OLD NORSE	NON
LUYIA	LUY	OLD SLAVONIC	CHU
MACEDONIAN	MKD	ORIYA	ORI
MADURESE	MAD	OSSETIC	OSS
MAGINDANAON	MDH	OTETELA	TLL
MAKASSAR	MAK	PACIFIC ISLANDS	QPI
MAKUA	VMW	PAHARI	QPA
MALAGASY	MLG	PAKTAI	SOU
MALAY	MLY	PALAUAN	PAU
MALAY PATTANI	MFA	PALI	PLI
MALAYALAM	MAL	PAMPANGAN	PAM
MALTESE	MLT	PANGASINAN	PAG
MANDINGO-BAMBARA	BAM	PAPAGO-PIMA	OOD
MANDINGO-DIOULA	DYU	PAPIAMENTO	PAP
MANDINGO-MALINKE	MLQ	PAPUAN	HMO
MANX	GLV	PENNSYLVANIA DUTCH	PDC
MAORI	MRI	PERSIAN-AFGHAN	PRS
MARANAO	MRW	PERSIAN-IRANIAN	PES
MARATHI	MAR	PIDGIN ENGLISH	TPI
MARSHALESE	MAH	PIZAR MALAY	MSI
MASAI	MAS	POLISH	POL
MAYA	MYN	PONAPEAN	PON
MAZANDERANI	MZN	PORTUGUESE	POR
MEITHEI	MNI	PORTUGUESE-BRAZILIAN	QPB
MENDE	MEN	PORTUGUESE-EUROPEAN	QPE
MERU	MER	PROVENCAL	PRV
MINANGKABAU	MIN	PULAP	PUW
MISKITO	MIQ	PUNJABI	PAN
MONGOLIAN	MON	PUSHTU	PUS
MORDVIN	QMR	PUSHTU-AFGHAN	PBT
MORO	TSG	PUSHTU-PESHAWARI	PBU
MORTLOCKESE	MRL	QUECHUA	QUE
MOSSI	MOS	RAJASTHANI	MWR

REJANG	REJ	TAHITIAN	TAH
RHADE	RAD	TAKI-TAKI	SRN
RHAETO-ROMANCE	ROH	TAMACHEK	TMH
ROMANCE	ROA	TAMAZIGHT	TZM
ROMANIAN	RON	TAMIL	TAM
ROMANY	ROM	TAPACHULA	QTH
ROROTONGAN	RAR	TARIFT	RIF
RUNDI/KIRUNDI	RUN	TATAR	TAT
RUSSIAN	RUS	TELUGU	TEL
RYUKYUAN	QRY	TEMNE	TEM
SAMA	QSM	TETUM	TET
SAMOAN	SMO	THAI	THA
SANGO	SAG	THO	TOU
SANSKRIT	SAN	TIBETAN	BOD
SANTALI	SAT	TIGRE	TIG
SARA	SRB	TIGRINYA	TIR
SASAK	SAS	TIV	TIV
SCOTCH-GAELIC	GLA	TOKELAUAN	TKL
SEDANG	SED	TONGA	TOI
SEMITIC	SEM	TRUKESE	CHK
SENA	SEH	TSONGA	TSO
SERBO-CROATIAN	HBS	TSWA	TSC
SERER	SRR	TSWANA	TSN
SHAN	SHN	TULU	TCY
SHLUH	SHI	TUMBUKA	TUM
SHONA	SNA	T-UNG	ZHA
SIDAMO	SID	TUNGUSU	EVN
SINDHI	SND	TUPI	TUP
SINGHALESE	SIN	TURKISH	TUR
SINO-TIBETAN	SIT	TURKOMAN	TUK
SLAVIC	SLA	TUVULAN	TVL
SLOVAK	SLK	UIGHUR	UIG
SLOVENIAN	SLV	UKRAINIAN	UKR
SOGA	XOG	ULITHI	ULI
SOMALI	SOM	UMBUNDU OR MBUNDU	UMB
SONGE	SOP	URDU	URD
SONINKE	SNK	UZBEK	UZB
SORANI	SDH	VAI	VAI
SOTHO	QSO	VIETNAMESE-CENTRAL	QNC
SOUTH AMERICAN	SAI	VIETNAMESE-HANOI	VIE
SOUTH ASIAN	QSH	VIETNAMESE-SAIGON	QNS
SPANISH	SPA	VISAYAN OR BISAYAN	QBS
SPANISH-AMERICAN	QSA	VOLAPUK	VOL
SPANISH-CARIBBEAN	QCB	WA	WBM
SPANISH-CASTILIAN	QSE	WALAMO	WAL
SPANISH-CREOLE	QSC	WALLISIAN	WLS
SUB-SAHARA AFRICAN	QSS	WARAY-WARAY	WAR
SUKUMA-NYAMWEZI	QSN	WELSH	CYM
SUMERIAN	SUX	WENDISH	WEN
SUNDANESE	SUN	WESCOS	WES
SUSU	SUS	WEST EUROPEAN	QEW
SWAHILI	SWA	WOLEAI	WOE
SWATI	SSW	WOLOF	WOL
SWEDISH	SWE	XHOSA	XHO
SYLHETTI	SYL	YAKAN	YKA
SYRIAC	SYC	YAKUT	SAH
TADJIK (TAJIK)	TGK	YAO (CHINA)	QMI
TAGALOG	TGL	YAO (MALAWI & MOZAMBIQUE)	YAO

YAPPESE	YAP	ZENAGA	ZEN
YIDDISH	YID	ZERBA	JBN
YORUBA	YOR	ZULU	XUL
ZANDE	ZNE	ZUNI	ZUN
ZAPOTECO	ZAP		

CODE	LANGUAGE	CODE	LANGUAGE
ACE	ACHINESE	BIK	BICOL
ACH	ACHOLI	BIN	BINI
ADY	ADIGEY	BLA	BLACKFOOT
AEB	ARABIC-TUNISIAN	BNT	BANTU
AFA	AFRO-ASIAN	BOD	TIBETAN
AFR	AFRIKAANS	BRE	BRETON
AII	ASSYRIAN	BRH	BRAHUI
AKA	AKAN	BRI	BAKWERI
ALE	ALEUT	BSK	BURUSHASKI
ALN	ALBANIAN-GHEG	BSQ	BASSA-KRU
ALS	ALBANIAN-TOSK	BTB	BETI
AMH	AMHARIC	BTK	BATAK
ANG	OLD ENGLISH	BUL	BULGARIAN
APA	APACHE	CAT	CATALAN
APD	ARABIC-SUDANESE	CBK	CHAVACANO
ARA	ARABIC	CEB	CEBUANO
ARB	ARABIC (MODERN STANDARD)	CES	CZECH
		CGG	CHIGA
ARQ	ARABIC-ALGERIAN	CHA	GUAMANIAN
ART	ARTIFICIAL	CHE	CHECHEN
ARY	ARABIC-MOROCCAN	CHK	TRUKESE
ARZ	ARABIC-EGYPTIAN	CHO	CHOCTAW
ASE	AMERICAN SIGN LANGUAGE	CHR	CHEROKEE
ASM	ASSAMESE	CHU	OLD SLAVONIC
AVA	AVAR	CHV	CHUVASH
AVE	AVESTAN	CJK	CHOKWE
AYL	ARABIC-LIBYAN	CKT	CHUKCHI
AYM	AYMARA	CLD	CHALDEAN
AZB	AZERBAIJANI, SOUTH	CMN	CHINESE-MANDARIN
AZE	AZERBAIJANI	COP	COPTIC
AZJ	AZERBAIJANI, NORTH	COR	CORNISH
BAI	BAMILIKE	CPF	FRENCH CREOLE
BAK	BASHKIR	CRE	CREE
BAL	BALUCHI	CSB	KASHUBIAN
BAM	MANDINGO-BAMBARA	CYM	WELSH
BAN	BALINESE	CZH	CHINESE-ANHWEI
BAR	GERMAN-BAVARIAN	DAK	DAKOTA
BAS	BASSA (CAMAROONS)	DAN	DANISH
BAT	BALTIC	DCR	DUTCH-CREOLE
BDQ	BAHNAR	DEU	GERMAN
BEJ	BEJA	DIN	DINKA
BEL	BELORUSSIAN	DIQ	DIMLI
BEM	BEMBA	DIV	DIVEHI
BEN	BENGALI	DOI	DOGRI-KANGRI
BER	BERBER	DUA	DUALA
BHB	BHILI	DYU	MANDINGO-DIOULA
BIH	BIHARI	DZO	DZONGKHA

EFI	EFIK	HMO	PAPUAN
ELL	GREEK	HOC	HO
ENG	ENGLISH	HOP	HOPI
EPO	ESPERANTO	HSN	CHINESE-HSIANG
EST	ESTONIAN	HUN	HUNGARIAN
EUS	BASQUE	HWC	HAWAIIAN CREOLE
EVN	TUNGUSU	HYE	ARMENIAN
EWE	EWE	IBA	IBAN
EWO	EWONDO	IBG	IBANAG
FAO	FAROESE	IBO	IBO
FIJ	FIJIAN	IJO	IJAW
FIN	FINNISH	ILB	ILA-TONGA
FNG	FANA	ILO	ILOCANO
FON	FON	INC	INDIC
FRA	FRENCH	IND	INDONESIAN
FRC	CAJUN	INE	INDO-EUROPEAN
FRO	OLD FRENCH	ISL	ICELANDIC
FRY	FRISIAN	ITA	ITALIAN
FUD	FUTNIAN	JAM	ENGLISH CARIBBEAN CREOLE
FUF	FUUTA JALON	JAV	JAVANESE
FUL	FULANI	JBN	ZERBA
GAA	GA	JPN	JAPANESE
GAN	CHINESE-GAN	JRA	JARAI
GEM	GERMANIC	KAB	KABYLE
GIL	KIRIBATI	KAC	KACHIN
GLA	SCOTCH-GAELIC	KAM	KAMBA
GLE	IRISH	KAN	KANARESE
GLG	GALICIAN	KAR	KAREN
GLK	GILAKI	KAS	KASHMIRI
GLV	MANX	KAT	GEORGIAN
GOG	GOGO	KAU	KANURI
GOH	OLD HIGH GERMAN	KAZ	KAZAKH
GON	GONDI	KBP	KABRE
GOT	GOTHIC	KHM	CAMBODIAN
GRC	GREEK-ANCIENT	KIK	KIKUYU
GRN	GUARANI	KIN	KINYARWANDA
GSW	GERMAN-SWISS	KIR	KIRGHIZ
GUJ	GUJARATI	KMB	KIMBUNDU
GUZ	GUSII	KMR	KURMANJE
HAK	CHINESE-HAKKA	KOK	KONKANIS
HAT	HAITIAN-CREOLE	KON	KIKONGO
HAU	HAUSA	KOR	KOREAN
HAW	HAWAIIAN	KOS	KUSAIE
HAY	HAYA	KPE	KPELLE
HBO	HEBREW-ANCIENT	KPG	KAPINGAMARANGI
HBS	SERBO-CROATIAN	KPO	AKPOSSO
HDY	HADIYYA	KRC	KARACHAI-BALKHAR
HEB	HEBREW	KRI	KRIO
HER	HERERO	KRU	KURUKH
HIL	HILIGAYNON	KTB	KAMBATTA
HIN	HINDI	KTU	KITUBA
HMN	HMONG	KUR	KURDISH

LAD	LADINO	MYA	BURMESE
LAH	LAHNDA	MYE	MPONGWE
LAM	LAMBA	MYG	AMASHI
LAO	LAO	MYN	MAYA
LAT	LATIN	MZN	MAZANDERANI
LAV	LATVIAN	NAH	NAHUATL
LCF	LUBU	NAI	NORTH AMERICAN
LDD	LURI	NAN	CHINESE-AMOY
LHU	LAHU	NAP	ITALIAN-NEAPOLITAN
LIN	LINGALA	NAU	NAURUAN
LIS	LISU	NAV	NAVAJO
LIT	LITHUANIAN	NDE	NDEBELE
LJP	LAMPUNG	NEP	NEPALESE
LKT	LAKOTA	NGL	LOMWE
LNS	KUMBO / LAMNSO	NIU	NIUE
LOL	LOMONGO	NLD	DUTCH
LOM	LOMA	NNO	LANDSMAL
LUA	LUBA KASAI	NOB	NORWEGIAN
LUB	LUBA KATANGA	NOD	LANNA
LUE	LUVALE	NON	OLD NORSE
LUG	LUGANDA	NUB	NUBIAN
LUN	LUNDA	NUP	NUPE
LUO	LUO	NUT	NUNG
LUY	LUYIA	NYA	NYANJA
MAD	MADURESE	NYN	NYANKOLE
MAH	MARSHALESE	NYO	NYORO
MAK	MAKASSAR	OJI	OGIBWA
MAL	MALAYALAM	OOD	PAPAGO-PIMA
MAR	MARATHI	ORI	ORIYA
MAS	MASAI	ORM	GALLA
MDH	MAGINDANAON	OSS	OSSETIC
MEN	MENDE	PAG	PANGASINAN
MER	MERU	PAM	PAMPANGAN
MFA	MALAY PATTANI	PAN	PUNJABI
MIN	MINANGKABAU	PAP	PAPIAMENTO
MIQ	MISKITO	PAU	PALAUAN
MKD	MACEDONIAN	PBT	PUSHTU-AFGHAN
MLG	MALAGASY	PBU	PUSHTU-PESHAWARI
MLQ	MANDINGO-MALINKE	PDC	PENNSYLVANIA DUTCH
MLT	MALTESE	PES	PERSIAN-IRANIAN
MLY	MALAY	PLI	PALI
MNI	MEITHEI	POL	POLISH
MNP	CHINESE-FUCHOW	PON	PONAPEAN
MON	MONGOLIAN	POR	PORTUGUESE
MOS	MOSSI	PRS	PERSIAN-AFGHAN
MRI	MAORI	PRV	PROVENCAL
MRL	MORTLOCKESE	PUS	PUSHTU
MRW	MARANAO	PUW	PULAP
MSI	PIZAR MALAY	QAC	ARABIC-CLASSICAL
MTQ	MUONG	QAG	ARABIC-GULF
MUS	MUSKOGEE	QAI	ARABIC-IRAQI
MWR	RAJASTHANI	QAJ	ARABIC-JORDANIAN

QAL	ARABIC-SYRIAN	RIF	TARIFT
QAM	ARABIC-MAGHREBI	ROA	ROMANCE
QAS	ARABIC-PENINSULA	ROH	RHAETO-ROMANCE
QAY	ARABIC-YEMENI	ROM	ROMANY
QBA	BAULE	RON	ROMANIAN
QBG	BUGINESE-MAKASSARESE	RUN	KIRUNDI
QBS	VISAYAN OR BISAYAN	RUS	RUSSIAN
QCB	SPANISH-CARIBBEAN	SAG	SANGO
QCS	CHINESE-SWATOW	SAH	YAKUT
QDK	KADAZAN-DUSUN	SAI	SOUTH AMERICAN
QDS	DJERMA-SONGHAI	SAN	SANSKRIT
QES	ESKIMO	SAS	SASAK
QEU	CONTINENTAL EURASIAN	SAT	SANTALI
QEW	WEST EUROPEAN	SCN	ITALIAN-SICILIAN
QFB	FANG	SDH	SORANI
QFO	FORMOSAN	SED	SEDANG
QGD	GREEK DEMOTIC	SEH	SENA
QGK	GREEK KATHAREVOUSA	SEM	SEMITIC
QGN	GREEK (NEW TESTAMENT)	SHI	SHLUH
QHN	HINDUSTANI	SHN	SHAN
QKE	KERES	SID	SIDAMO
QKS	KISSI	SIN	SINGHALESE
QLB	ARABIC-LEBANESE	SIT	SINO-TIBETAN
QLE	LATIN (ECCLESIASTIC)	SLA	SLAVIC
QLO	LOLO	SLK	SLOVAK
QME	N AFRICA/MIDEAST/SW ASIA	SLV	SLOVENIAN
QMI	YAO (CHINA)	SMI	LAPP
QMN	CHINESE-FUKIENESE	SMO	SAMOAN
QMR	MORDVIN	SNA	SHONA
QNC	VIETNAMESE-CENTRAL	SND	SINDHI
QNG	NGBANI	SNK	SONINKE
QNS	VIETNAMESE-SAIGON	SOM	SOMALI
QPA	PAHARI	SOP	SONGE
QPB	PORTUGUESE-BRAZILIAN	SOU	PAKTAI
QPE	PORTUGUESE-EUROPEAN	SPA	SPANISH
QPI	PACIFIC ISLANDS	SQI	ALBANIAN
QRY	RYUKYUAN	SRB	SARA
QSA	SPANISH-AMERICAN	SRD	ITALIAN-SARDINIAN
QSB	KHERWARI	SRN	TAKI-TAKI
QSC	SPANISH-CREOLE	SRR	SERER
QSE	SPANISH-CASTILIAN	SSW	SWATI
QSH	SOUTH ASIAN	SUN	SUNDANESE
QSM	SAMA	SUS	SUSU
QSN	SUKUMA-NYAMWEZI	SUX	SUMERIAN
QSO	SOTHO	SWA	SWAHILI
QSS	SUB SAHARA AFRICAN	SWB	COMORIAN
QTH	TAPACHULA	SWE	SWEDISH
QTO	CHINESE-TOISHAN	SYC	SYRIAC
QUE	QUECHUA	SYL	SYLHETTI
RAD	RHADE	SYR	ARAMAIC
RAR	ROROTONGAN	TAH	TAHITIAN
REJ	REJANG	TAM	TAMIL

TAT	TATAR		VAI	VAI
TCY	TULU		VIE	VIETNAMESE-HANOI
TEL	TELUGU		VMW	MAKUA
TEM	TEMNE		VOL	VOLAPUK
TET	TETUM		WAL	WALAMO
TGK	TADJIK (TAJIK)		WAR	WARAY-WARAY
TGL	TAGALOG		WBM	WA
THA	THAI		WEN	WENDISH
TIG	TIGRE		WES	WESCOS
TIR	TIGRINYA		WLS	WALLISIAN
TIV	TIV		WOE	WOLEAI
TKL	TOKELAUAN		WOL	WOLOF
TLL	OTETELA		WUU	CHINESE-WU
TMH	TAMACHEK		XHO	XHOSA
TOI	TONGA		XOG	SOGA
TOU	THO		YAO	YAO (MALAWI & MOZAMBIQUE)
TPI	PIDGIN ENGLISH			
TSC	TSWA		YAP	YAPPESE
TSG	MORO		YID	YIDDISH
TSN	TSWANA		YKA	YAKAN
TSO	TSONGA		YOR	YORUBA
TUK	TURKOMAN		YUE	CHINESE-CANTONESE
TUM	TUMBUKA		ZAP	ZAPOTECO
TUP	TUPI		ZEN	ZENAGA
TUR	TURKISH		ZHA	T-UNG
TVL	TUVULAN		ZHO	CHINESE
TZM	TAMAZIGHT		ZNE	ZANDE
UIG	UIGHUR		ZUL	ZULU
UKR	UKRAINIAN		ZUN	ZUNI
ULI	ULITHI			
UMB	UMBUNDU OR MBUNDU			
URD	URDU			
UZB	UZBEK			